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ABSTRACT

This issue of Communique features in its major article, activities for elementary school guidance, including role playing, word games, and career units. Regular features of the monthly newsletter are also presented: (1) new materials; (2) matters of interest to helping professionals; and (3) research findings. (CJ)

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communique

July, 1973 resources for practicing counselors Vol. 2, No. 10

CG 900 081

Activities for Elementary School Career Guidance

Since the young in American society no longer have ample opportunity to informally observe workers in action, providing more formal exposure to the world of work has increasingly become a function of the schools. In order to develop in the young the kind of familiarity with work that will allow good decision making at the appropriate time, educators have found that there are advantages to introducing concepts of work and specific jobs early and then consistently adding to that knowledge throughout the educational process. The following activities are just a few of the many which have been used successfully by counselors and teachers to help elementary students learn about the world of work. These, summarized by Dr. Robert Smith, are part of his chapter in a book to be published this fall—*Impactful Developments in Guidance and Counseling: A Current Introduction to the Field.*

Also In This Issue

Five New Resource Materials p. 80
"Vibrations" p. 81
"Research Findings" p. 82

Activities

I. SESC—(School Employment Security Commission).

(Purpose) This approach has been used in many schools by the elementary counselor. It has been successful in helping students become cognizant of employment procedures by simulating the adult experience.

(Activities) Some of the activities involved include:
(a) Having students complete a job application
(b) Conducting interviews for positions
(c) Working on the job
(d) Providing feedback concerning likes and dislikes about the job, and
(e) Changing position and comparing the activities of different jobs.

(Procedure to Organize) Some steps involved in organizing such a program include:

1. Contact all school related personnel to identify purpose and locate potential positions within the school environment
2. Obtain complete job descriptions (role definitions, hrs., etc.)
3. Establish on-line responsibility
4. Develop application forms
5. Organize interviewing procedure
6. Develop time schedule for meeting with students-on-the-job
7. Organize check points to provide opportunity for job changes.

II. Group Activities

Play Groups—Used to develop social growth through play experiences, with adult encouraging peer-approved behavior. Play experiences are designed to be free-choice play periods and the only limits imposed by the adults are the time (40 minutes), and safety limits when necessary. To direct the play group in the career area, toys are included which represent equipment

or tools that different people use in their work. The adult serves in a supportive capacity, providing materials, assisting children in beginning their activities, and providing encouragement for each member. Interaction among the children is encouraged.

Discussion Groups—The goal for discussion groups is growth through discussion, with stories used as the stimulus for self-disclosure. Pictures depicting different work roles are used. Questions, although related to the story, are open/ended and permit children to imagine what the work experience would be like. The leader encourages extended discussion and interaction among members.

III. Role-Playing—An artificial work experience. The effective implementation of the role playing technique is used in the Detroit Public Schools with the use of a Popcorn Factory. Through the use of a Popcorn Factory the teacher was able to make spelling, reading, writing, and arithmetic more interesting and meaningful. Students were involved in forming and operating the Popcorn Factory. A board of directors with a chairman was formed. Shares in the company were sold in order to get capital. Stock certificates were sold to students, teachers, and parents at five cents a share. Stockholders were permitted one vote per share. Raw materials were purchased with earned money. A popcorn representative donated a popcorn-bagging machine. Job applications were accepted and student employees were selected. Role descriptions were completed. An advertising campaign was set up. Popcorn was sold, and decisions had to be made as to what would be done with the money, etc.

In summary, from the above experiences the students learned occupational decision-making and putting to use the skills of reading, writing and arithmetic. Further details on this innovative practice can be obtained by contacting Aaron Hedgepeter, Elementary Guidance Consultant, Rose Elementary School, Detroit, Michigan.

IV. Career Word Games—Being used by developmental career guidance consultants at the elementary level. This gaming technique is designed to enhance students' vocational awareness, increase vocational vocabulary, and broaden knowledge about a number of occupations and careers. Included in the word games are pictures of workers, questions for discussion, and suggested follow-up activities for students, teachers, and counselors.

The following example of a word game developed by Lois Brooks and Ira Bank, Elementary Counselors, Marcy Elementary School, Detroit, is described by George E. Leonard in the *Elementary School Guidance and Counseling Journal,* vol. 6, no. 3, p. 200:

Directions: This is a game of "Service Job" poems. Discover the name of the job. Then write the letters to complete the name of the job:

4. Come sit in my special chair and I will trim your hair.
I am a - - - - - -.

5. One of the most important things I can do is protect your health by examining you.
I am a - - - - - -.

9. If you want to go somewhere I'll drive you for a fare.
I am a - - - - - - - - - - -.

10. Do you ever dream about delivering milk and cream?
I am a - - - - - - -.

12. The stories I tell you are not fables, daily I'm the man who waits on restaurant tables.
I am a - - - - - -.

13. I type letters for my boss to prevent a communication loss.
I am a - - - - - - - - -.

14. In a plane I do fly serving food in the sky.
I am a - - - - - - - -
- - - - - - - - - -.

15. I don't make my work a chore when I bring letters door-to-door.
I am a - - - - - - -.

Career Word Games are utilized in conjunction with field trips and resource speakers as part of a classroom unit of study and/or special school programs. For example, if a class is involved in unit on nutrition, the students may visit a dairy, utilize the school milkman as a resource speaker, and involve themselves in a Dairy Industry Career Word Game. Thus, the Career Word Game not only enhances vocational awareness, increases vocational vocabulary, and broadens occupational fantasies, but it also enriches the curriculum.

V. Career Units at the Elementary Level—*Career Development: A Guidebook for Teachers,* by Thomas Gambino is recommended as a resource for elementary counselors. (Order through Division of Vocational Education, 225 West State Street, Trenton, New Jersey 08625). Again, George Leonard provides a sample unit:

Living in a medieval town

I. Goals:

1. To enlarge understanding of the variety of vocations needed to satisfy daily needs.

2. To develop understanding of the training needed to become master craftsmen.

3. To compare the training needed today to that of medieval times.

4. To emphasize the standards and personal goals of workers.

II. Methods:

1. Group discussion—Consider types of jobs available in medieval towns. List on the board. Some

might be weaving, cabinet making, silversmithing, baking, tailoring, butchering, tanning, candle-making etc. Consider comparable jobs today.

2. Compare kinds of equipment used today with that of medieval times. Collect news or magazine ads showing modern home appliances. Find pictures or descriptions of early methods.

3. Discuss daily living now if there were no iron, and steel, coal or electricity.

4. Have the class produce a skit based on medieval jobs.

5. Use available films such as "Life in a Medieval Town" by Coronet.

6. Use available filmstrips such as "New Processes," "New Inventions," "National Resources," by Eye Gate House.

7. Have your own medieval town fair.

8. Visit modern-day craftsmen at work (glassblower, cabinetmaker, etc.).

VI. Career Game at the Elementary Level—

Occunations. Developed by Arthur M. Carter, Wayne County Community College, Detroit and described by George E. Leonard:

Occunations: There is a real lack of vocational guidance materials for elementary school children. This writer has developed a simulation board game called Occunations to help fill this void. The purpose of this game is to stimulate vocational awareness in young people. The game derives its name from two words—occupations and nations. The combination, occunations, means occupations of the nations.

The game can be played by two, three, or four people or by several groups. The objective of the game is to hire as many personnel as possible in order to build enough rockets to defeat the other players or countries. The total game includes a spin wheel, play money, a deck of chance cards, a game board which is divided into the following occupational centers: health, transportation, government, communications and entertainment, food, production and business, housing, schools and colleges, and service.

Each center has a number of occupations listed along with the average salary for that occupation. In order to play the game each player or a representative from each group or "country" has an opportunity to spin a chance wheel which tells them to hire a person from a given occupational center. The person then selects a chance card and must carry out the instructions of the chance card.

The percentages of professional, service, farming, and other personnel found on the board are representative of those percentages in the total United States' labor force, according to the *Dictionary of Occupational Titles* and the *Occupational Outlook Handbook*. The occupations represented in Occunations approximate the occupations as they are found in our society on a percentage basis. The salaries used for each of the occupations in the game were based, in part, on salaries from various occupations as they are reported in the *Occupational Outlook Handbook*.

An experiment was conducted to test the effects of Occunations on the vocational maturity, vocational aspiration, and vocational vocabulary of selected sixth grade youngsters. The results of the pretest, posttest experiment using the Crite's Vocational Inventory, the Leonard Job Aspiration Instrument, and a Vocational Vocabulary Power Test indicated that while no significant gains were made in vocational maturity or aspiration, there was a significant increase in vocabulary words of those sixth graders who participated in Occunations.

The sixth grade Detroit youngsters who participated in this experiment also indicated a significant interest in the game as measured by a special instrument designed by the writer to test student interest in the game. Many of the youngsters who participated in the experiment took Occunations home and played the game with their parents.

Occunations as well as other simulation games can serve as valuable tools for the elementary counselor. Games such as this give youngsters a feeling of destiny control within the classroom setting, as well as help develop certain cognitive processes such as Vocabulary skills.

VII. Using Local Adults— Have students interview their parents and present an oral report on their father's and/or mother's occupations to the rest of the class. Have students interview parents or other significant adults regarding the characteristics of good workers and then discuss the results of the interviews in class. Characteristics of good and poor workers can be illustrated by posters or short stories for the benefit of other class members or by way of summarizing class discussions. ■

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Wide Range of New Materials Now Available

Major Legal Aspects of Sex Education

This document describes the legal status of sex education in the public schools in the United States as it existed at the close of the 1971-72 school year. The investigation included surveys, analyses, and interpretations of statutes, significant rules and regulations of state departments of education, and court holdings as they applied specifically to sex education. Analyses of the court cases involving sex education indicated that the courts are not in accord on the question of an inherent parental right to instruct in matters of morality and religion. It appears that the courts will support the right of school authorities to establish curriculum in sex education, family life, or human sexuality so long as it is not arbitrary, capricious, unreasonable, or in violation of state or federal laws or constitutions. The courts will also uphold the individual constitutional right to be excused from such instruction on the grounds of invasion of religious freedom or personal morality.
ED 070 972 MC $0.65 HC $3.39

Reference Chart Available for Elementary Guidance

This reference chart is designed to help those interested in elementary counseling and guidance identify various textbook references by interest area. The chart identifies 18 elementary counseling references written between 1968-1971. These basic references are then analyzed according to 18 program areas including such areas as child development, group guidance and child study services and tools. The chart lists the 18 program areas and indicates appropriate page references for each. It might be a useful tool for those who are interested in developing and revising an elementary school guidance program. Copies of the "Guidance and Counseling in the Elementary School: Textbook Reference Chart" are available free from Dr. Louis Thayer, Eastern Michigan University, 13 Boone Hall, Ypsilanti, Michigan 48194. Writers should include a stamped, self-addressed envelope.

Problem Solving Project, Phase I and II

This document describes a project designed to put into practice elements of new and tested concepts in the behavioral sciences. It contains elements of humanistic education, systems analysis, group counseling and group guidance, and principles known to improve communication between people and to lead to a better understanding of self. The suggestions in this booklet were tried in New York in classroom and faculty groups and found to work in particular situations. However, they have been designed as an ideal program and have not all been used in a single school situation. The Problem Solving Project, Phase II is a booklet designed to outline a basic program for the leaders or facilitators of the small groups which serve as instructional tools. A self-learning program for trainers and selection procedures for student leaders and trainers are included.
ED 068 864 MC $0.65 HC $3.29

The Quinmester Program for Understanding Individual Behavior

This document describes, in detail, a course designed to study the causes of individual behavior through an analysis of the factors involved in the development of personality, with special emphasis on the individual's perception and unique response to his environment. The course is based on the premise that the learner will investigate how and why people behave and then attempt to analyze his situation, clarify his values, and decide on the process or processes he will use in determining his patterns of behavior and approaches to life. Six basic goals of the course are presented and for each goal a chart is provided which explains the focus, objective, and learning activities related to that goal. The goals are (1) to investigate factors affecting personality development; (2) to identify ways of perceiving and reacting; (3) to identify alternative modes of behavior; (4) to discover the decision-making process of choosing effective behavior; (5) to discover that one's behavior affects that of others toward him; and (6) for the student to examine and evaluate himself.
ED 070 004 MC $0.65 HC $3.29

Quinmester Program on Becoming An Adult

This document describes a course that enables teenagers to examine their present level of achievement of the developmental goals involved in the process of maturing toward adulthood. The factors involved in achieving sexual identity, emotional independence, effective social relationships, a positive self-concept and a personal value system are assessed. The course is not intended to be a prescription for teaching, but rather an aid to the teacher in meeting the objectives. This first edition is a working copy and it is hoped that the teacher will suggest changes and additions while using it in order to aid in future revision. The major goals are for the student to (1) identify the developmental goals of adolescence and (2) to investigate the many interrelated factors that affect teenagers' goal achievement and (3) describe personal contributions that can be made which will assist in making a successful transition to young adulthood. Twelve specific behavioral outcomes are listed.
ED 068 881 MC $0.65 HC $3.29

VIBRATIONS

Library As Counseling Center?

Within the next few years, it will be possible for an adult to go to a public library and receive educational guidance and counseling. The College Entrance Examinations Board, Princeton, N.J., has received grants to establish an office of library independent study and guidance projects. Over the next three years the office will help libraries become "people's universities." Under the project, libraries will provide guidance information to adults who wish to pursue their education at college level through a program of independent study. As an adjunct to the movement in higher education towards nontraditional study and off-campus learning, the project will attempt to bring together learning resources of public libraries and local institutions of higher education. During the first year of the project most of the time will be spent in research and development activities: investigating present educational services and guidance activities of public libraries, facilities and resources available for expanding these services and activities and the training of library personnel for providing them. This information will then be used to develop guidance models that could appropriately operate through public libraries, training models to prepare librarians to implement the guidance model and supportive materials, such as study guides and other learning aids.

National Hotline and Switchboard Exchange Initiated

The National Hotline and Switchboard Exchange is a central clearinghouse for information on hotlines, switchboards and other youth oriented crisis centers. Their address is 311 Cedar Avenue South, Minneapolis, MN 55404. Materials available from this office include *The Exchange*, a monthly newsletter; bibliographies; and magazine article reprints. *A National Directory of Hotlines, Switchboards and Related Services* is published twice each year. The latest edition was printed July 1, 1972. Price of the directory is $2.00.

Do N.Y. Bills Forecast Trends in Education?

Bills introduced in New York may be similar to those proposed in other states and indicate trends counselors should watch and evaluate. One proposed bill would require all public school teachers to successfully complete a specific number of credit hours in drug education courses in order to be certified to teach. Other proposed bills would necessitate that a school district establish or contract with other districts for special classes for handicapped children aged two to four. Another New York bill would require school districts to maintain free day care centers for resident children aged two to five, accessible to the greatest number of children in the district. The New York State Personnel and Guidance Assn. is urging its members to act against a mental health professions bill that would give control of the mental health professions to psychologists alone to the detriment of the other mental health professionals and the public. Two bills were also introduced to prohibit student governments of public colleges or universities from charging mandatory student activity fees. One bill suggested that such fees be on an individual and voluntary basis. Then a bill on confidentiality of communication between student and advisor was proposed.

Strategies for Funding Now Available

Need help in legislative funding in your state? Audiovisual materials in the area of funding are available to counselors courtesy of the Ohio School Counselors Association. OSCA has put together a package of sixty-four 35mm slides with a script that was used in Ohio with favorable results. Counselors may obtain this package by writing to: American School Counselor Assn., 1607 New Hampshire Avenue, N. W., Washington, D. C. 20009 and requesting the OSCA Legislative package. Reservations will be for a month's use. The slides will be sent by first-class mail. There is no charge by ASCA to ASCA members for the use of the package.

What's in Store for 1985?

The American Association of School Administrators' National Academy for School Executives, at a recent Miami Beach seminar, discussed education in 1985. Among the predictions offered, according to *Education U.S.A.*, is one that forecasts that by 1985, 25% of all high schools will base promotions and graduations on attainment of measurable skills. The Carnegie-unit system of credits will be abandoned. Over 50% of all public schools will operate year round. Individualized or independent instruction will take 75% of a student's time in 50% of the nation's schools. Half of all school districts will utilize differentiated staffing in 1985 and 30% will have replaced the principal's decision-making role with policy-making bodies of teachers. Denis F. Johnston of the Bureau of Labor Statistics said that with changing life styles, schools in the 1980's will have to retrain adults for second careers and educate retiring people for leisure. However, he cautioned, educational planning must be flexible.

Power Struggle Looms for Vocational Ed

As the national drive to move young people from colleges and academica to vocational education and "jobs that pay" continues to gather momentum, look for power struggles over who is going to run the voc-ed show. There is a curtain-raiser in the State of Washington where the state Board of Education wants the legislature to give it control of the state's five existing vocational-technical institutions and any new ones that may be started. If this plan succeeds, the institutes would be the administrative responsibility of the community college system. Proponents say this kind of shift in power would lead to greater cooperation between community colleges and high schools, and pave the way for "equitable fee structure"

for vocational education. The trend set in Washington suggests that there will be a major effort to obtain state control of voc-ed programs through boards of education across the country.

Parent Effectiveness Program Launched

A major program aimed at teaching teenage boys and girls how to become good parents has been launched jointly by the US Office of Education and the Office of Child Development under HEW. The nationwide program was announced by US Commissioner of Education, Sidney P. Marland, Jr., acting director of the Office of Child Development, and Saul R. Rosoff. The Education for Parenthood program will reach some 500,000 adolescents in its first phase during 1973, and will lead to the establishment of parenthood education program's in 500 local school districts by September, 1973.

Large-scale dissemination of program materials will follow during the 1973-74 school year. The program will seek to improve the competence of young people as prospective parents by increasing their awareness of child growth and development; the social, emotional, and health needs of children; and the role of parents in fostering a child's development. This joint undertaking is designed to help HEW continue its emphasis on strengthening the family as the primary institution affecting a child's life. Among the national statistics supporting the need for parenthood education programs for teenagers are these: approximately 210,000 girls aged 17 and under gave birth in the US in 1971; one of every 10 girls is a mother by age 15; and 16% of these young mothers have two children; and the national divorce rate for those married in their teens is three to four times higher than that of any other age group.

The Office of Child Development has awarded a grant of $570,000 to the Education Development Center, Cambridge, Mass., to develop a curriculum for parenthood education which combines both classroom instruction in child development and practical experience in working with younger children at day care and Head Start centers and kindergartens. Curriculum materials will include films, audio-cassettes, student workbooks, and teaching manuals. This package will be field-tested during the 1972-73 school year in five public schools and one center sponsored by a voluntary organization. The materials will be available for use by 200 additional public schools in the fall of 1973. In addition, the Office of Child Development will award grants totaling approximately $500,000 to five national youth-serving voluntary organizations and their affiliates to promote Education for Parenthood programs among young people during 1973.

The Office of Education and the Office of Child Development currently are identifying exemplary curriculums and program materials, and plan to make them available to interested school districts and national organizations. They also will develop and publish a catalog describing existing parenthood education programs and their locations.

Share Your Ideas through ERIC

We continually review materials for Central ERIC's monthly collection in *Research in Education*. Let us review your paper for inclusion in *Research in Education*. If you would like to submit a paper, send two clean (suitable for Xerox reproduction) copies, preferably accompanied by an abstract of 150 words, to the Asst. Director of Information Processing, ERIC/CAPS, School of Education, Univ. of Michigan, Ann Arbor, MI 48104.

Research from the Field

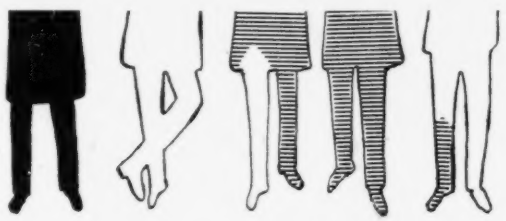
(Funded and Private Projects)

The relationship of achievement-related motivational variables and self-judged probability of success to curricular choice in college males was studied. When the fear of failure was greater than the need for achievement, college males chose majors with either a low or high probability of success, regardless of how probability of success was judged. When need for achievement was the greater of the motives, results depended on how probability of success was determined. Subjects chose majors with a low or high probability of success when the self was used as the standard of judgment, but chose majors with an intermediate probability of success when others were used as the standard.

These findings are congruent with previous studies of risk taking and achievement which suggests that people high in fear of failure choose goals which are so easy they cannot fail to reach them, or so difficult that there is no shame in not reaching them. On the other hand, those people who score lower in measures of fear of failure and have a high need to achieve set realistic but carefully calculated goals which involve an intermediate level of risk.

ED 068 856 MC $0.65 HC $3.29•

Comment: During vocational and educational decision making, counselors should be wary of the reasons clients state for selecting goals which appear to be much too easy or much too difficult to attain. Such clients may need help in evaluating their achievement strategies to make them more reflective of clients' real interests and abilities.



A recent study was designed to explore the attitudes of black manpower trainees toward counselors of a different race and to determine the effects of counselor race on goal persisting behaviors as perceived by manpower trainees. Subjects were 191 unemployed black males (N=75) and females (N=116) who were enrolled in three programs in Detroit, Michigan. A total of 19 counselors were included, 6 black and 13 white. Data was collected by means of questionnaire and two instruments, administered during personal interviews. The interpretation of the study's findings was that those trainees with black counselors expected less and perceived that they got more than anticipated, while those with white counselors expected more and perceived that they got less from the counseling relationship, suggesting that trainees become pro-black.

ED 065 814 MF $0.65 HC $6.58•

Comment: If a client's expectations differ according to his or her race or that of the counselor, then perhaps these expectations should be dealt with more directly in initial sessions so that client satisfaction is a function of the counseling process itself rather than prejudices which affect expectations.

The attitudes and life-style characteristics of 58 undergraduate nonusers of illegal drugs were evaluated through comparisons with 47 regular marijuana users. The nonusers were found to be more settled in their values, more goal-directed, and more involved academically. They also had higher grade point averages. The nonusers appeared to be both knowledgeable and tolerant of marijuana use but to feel no need for its effects themselves. The study concludes that nonusers share the traditional goals of working and studying hard to get ahead.

ED 070 007 MF $0.65 HC $3.29•

A research project studied effects of a factual drug education program on the attitudes on high school and junior high students toward the use of psychoactive drugs. The approximately 250 eighth and twelfth grade students involved in the study filled out a number of questionnaires designed to measure a variety of their attitudes about psychoactive drugs immediately before and after participating in a drug education program that relied heavily on the presentation of known facts about a variety of drugs. Analysis of the data indicated that as the students learned about the given drugs to a highly significant degree, their curiosity about the effects of "mind-expanding" drugs was increased, and they exhibited an increased tendency to deal with psychological discomfort through the use of drugs. At the same time they reacted more favorably toward the legalization of marijuana and a reduction of penalties for drug use, and less favorably toward present emphasis on a legal approach to the use of drugs. The primary conclusion of the study is that drug education is not an effective means of suppressing the use of drugs.

ED 071 011 MF $0.65 HC $3.29•

A recent study hypothesized that males with high levels of self esteem have favorable and positive attitudes toward women's liberation while men with low levels of self esteem oppose the principles of the women's rights movement. Male subjects for the study were chosen from five different college settings; a sixth sample of a non-college population was also included in the study. Subjects were first administered the Rosenberg Self Esteem Scale, followed by the Women's Liberation Questionnaire (WLQ). Findings from the study in general supported the author's hypothesis; however, males who attend large, state, and non-religiously affiliated institutions were more approving of the principles of the women's liberation movement that those who attend small, religiously affiliated or private schools.

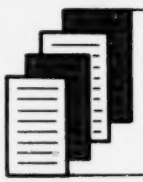
ED 073 380 MF $0.65 HC $3.29•

Comment: Counselors should be sensitive to clients or colleagues who exhibit strong negative attitudes toward women's liberation. Such negative attitudes are likely to elicit from others—particularly females—the kinds of negative feedback that only serve to further threaten what may already be a shaky self-concept. Perhaps it is time to temper justice with mercy in regard to male "chauvinists."

The focus of a recent study was to compare the relative influence of the two theories commonly used to explain the development of a child's self-concept and to examine some contingencies under which one or the other process is more important. The "mirror theory" looks to the reflected appraisals of significant others as the important influence on a person's self-concept. The "model theory" holds that the child's self-concept is modeled after the images of the significant others in his environment. Questionnaire data was obtained from four family members for 219 families. The findings consistently showed that mirror relationships are stronger than model relationships. This means that the parent's evaluation of the child was more strongly related to the child's self-evaluation than was the parent's self-evaluation. The results suggest that the "looking glass" conception of self-concept formation, "mirroring", is relatively more important than the "modeling" process.

ED 070 977 MF $0.65 HC $3.29•

Comment: Perhaps parents (and counselors) who are effective owe more of their success to their ability to perceive and respond to the best in others than to their ability to demonstrate the best in themselves. This study may explain why some competent and able people are unable to help others while, at the same time, some who barely get by themselves can elicit the best in others.



Research from Your Busy Colleagues

(Journals)

Performance contracting does not always have to be done through a national educational laboratory or publishing company. A study in Dade County, Florida found that disadvantaged youngsters achieving below grade level made far greater gains in reading and math skills when they were in a program where the teachers themselves were the contractors than did similar groups in other elementary schools where Behavioral Research Labs of Palo Alto (Cal.) were the contractors. The teachers stood to gain extra money if they were successful, but stood to lose part of the board's investment in each student if they

were not. They had a free hand with curriculum and $55 per pupil to spend on materials of their choosing, provided such items had an educational life of at least five years.

Scoring was based partly on actual grade level advances measured by standardized tests as well as on the number of interim performance objectives achieved at each grade level, a minimum being required for payment regardless of other scores. At the end of four months, the teacher contractors had effected more significant gains than Behavioral Research Labs in nearly every category of performance. The cost effective factors indicated that the teachers were able to produce gains comparable to the labs for considerably less money. (The current outlook for such contracting is dependent on funding available under ESEA Title I).

Phi Delta Kappan, 54(3), p.218•

American females outnumber males and reputedly hold more of the national wealth, but they can't seem to refute the stereotypic notions males have about them. In a survey of high school students that examined attitudes toward traditional views of women workers, sex differences were apparent. In regard to a woman's role, 50% or more

of the girls agreed with only 3 of the 8 stereotype statements in the feminine sex-role category while 50% or more of the boys agreed with all 8. In the category on personality and performance characteristics of women workers, more than 50% of the girls agreed with only 4 of 12 statements, while more than 50% of the boys agreed with 11 of the 12! Yet, most of the girls surveyed (93%) seemed to think that some jobs are naturally suited to men, while others are suited to women.

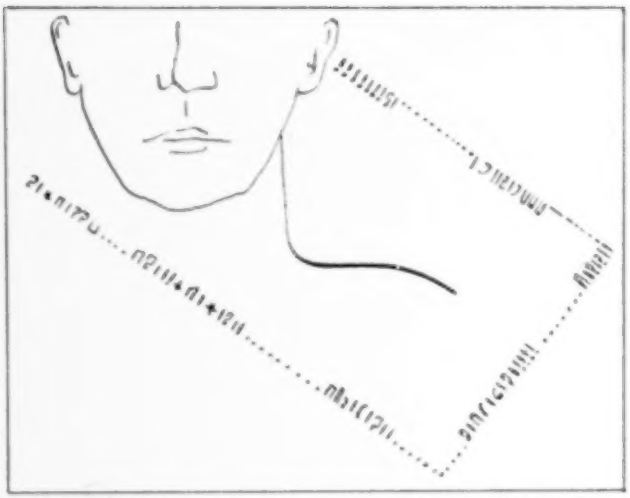
Journal of the Student Personnel Association for Teacher Education, v11 n3 p102-108•

Comment: Change in sex-role attitude is slow to come, and counselors must be ready and willing to support it when it does. They need to reject any personal biases in efforts to provide more legitimate foundations for counseling girls on career decision-making.

We're paying more for teachers with M.A.'s and Ph.D.'s but are we really getting our money's worth? A longitudinal study in Richmond, California, investigated the relationships between the changes in verbal test scores between Grades One and Eight and the home and school inputs during those years for both black and white eighth graders. It was found that several teacher characteristics were significant relative to increased achievement—salary, experience and quality of undergraduate training. However, no relationships existed between achievement and changed student/teacher ratios, the rate of teacher turnover, administrative costs, or graduate credits earned. For the group studied, the effectiveness of change in school inputs depended to some extent on student characteristics. When the proportion of teachers from prestigious undergraduate colleges was increased, low income blacks tended to show twice as much improvement in achievement as did middle-income whites. The same input improved achievement across racial lines in the noncollege preparative curriculum but made only minor impact for those in college prep courses.

Compact, v6 n2 p13-16•

Comment: Dollars can make a difference, but only when they are used to increase those input factors which have been shown to have positive impact on the students involved. Research in this area is still sorely needed.



You don't always have to say something *good* to someone, but it helps if you say *something*! A study of behavior in small groups was undertaken to ascertain whether more verbalization would occur as a result of positive response than would occur with either negative or no response. The only group showing significantly lower rates of verbalization was the ignored group, that is, the one receiving no response at all. This research is supportive of similar findings, suggesting that verbal dynamics are as important as social dynamics in a group.

Journal of College Student Personnel, v14 n1 p71-75•

Comment: Teachers should be made more aware of the need to reinforce students verbally in an effort to involve them more fully in the educational process. From the research, it is not necessary that the response always be positive; apparently any verbal acknowledgement acts in a supportive way.

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